

## APPENDIX E -1 – PLAN: Section 3

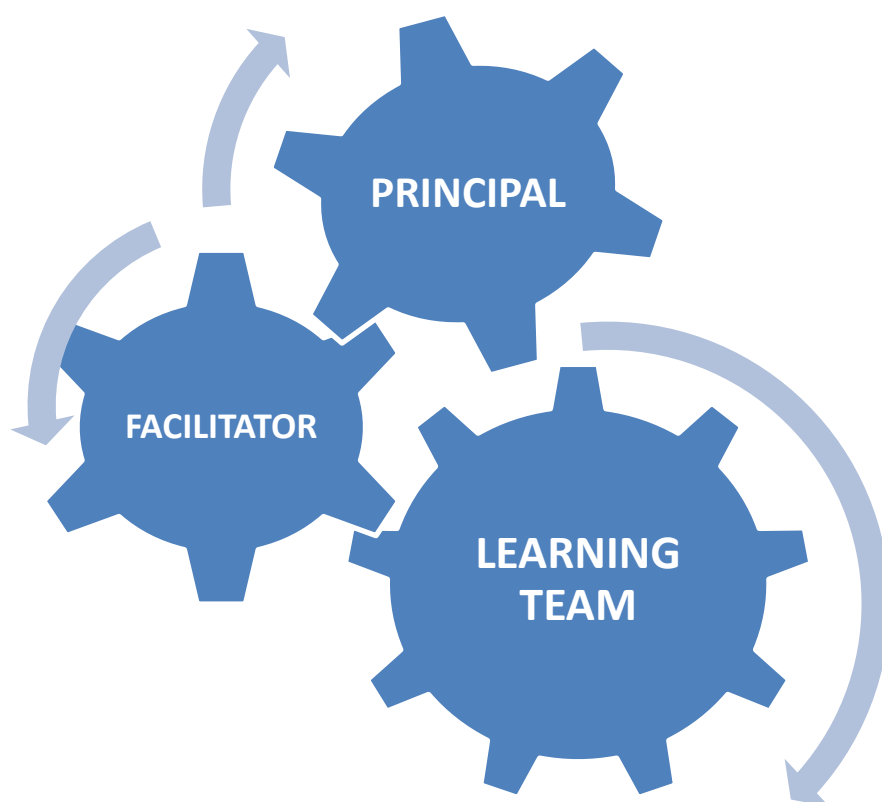
### Like-role Questions

#### **Administrators**

- What support and resources (e.g., time/people/materials) can be provided to help learning team members (a) identify and (b) begin to develop the subject knowledge and/or instructional skills related to the targeted student learning needs?

#### **Facilitators:**

- What evidence might the learning team use to determine the extent to which they are currently addressing the targeted student needs?
- What process(es) or strategies might the facilitator use to help the learning team identify, examine and learn from the evidence?



#### **Learning Team Members (Teachers):**

- What student need has been identified?
- How are team members addressing this need currently? What is working? What is not?
- What could team members do immediately to adjust their instruction to begin to meet student needs?
- What do team members need to learn (i.e., subject content and/or instruction) to address this need long term?
- How might team members engage in this learning?
- How will instruction change in order to address student learning needs?

**APPENDIX E -1 – PLAN: Sections 1-4**

**Like-role Questions**

ROLE	SAMPLE QUESTIONS
<b>Board Leader:</b>	<ul style="list-style-type: none"> <li>• What knowledge and skills do school administrators and facilitators require to support learning teams in analysing and interpreting data sets?</li> <li>• How can administrators and facilitators be supported in the development of the required knowledge and skills?</li> </ul>
<b>School Administrator</b>  <b>OR</b>  <b>Learning Team Facilitator:</b>	<ul style="list-style-type: none"> <li>• For a large or multi-disciplinary learning team, what are some ways to focus on student needs that are common to multiple subjects and urgent and relevant for the teachers?</li> <li>• What will team members be doing between the PLAN and ACT phase? What supports will they need?</li> <li>• What conditions support educator sharing of evidence/data of student engagement and achievement? What processes can be used to facilitate this sharing?</li> </ul>
<b>Learning Team Participant:</b>	<ul style="list-style-type: none"> <li>• What additional evidence would be required, beyond the data set, to identify a student engagement or learning need?</li> <li>• How might learning team members access the professional learning that is needed in order to address the targeted needs of students?</li> </ul>

